DOCUMENT RESUME

ED 340 727 TM 017 772

TITLE Iowa Tests of Basic Skills: Administrator's Summary. Report No. 9-50899.
INSTITUTION Riverside Publishing Co., Chicago. IL.
PUB DATE 90
NOTE 33p.; A promotional booklet advertising a commercially-available test.
AVAILABLE FROM Riverside Publishing Company, 8420 Bryn Mawr Avenue, Chicago, IL 60631.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Achievement Tests; *Basic Skills; Curriculum Evaluation; Educational Assessment; Elementary Secondary Education; Language Tests; Mathematics Tests; *Minimum Competency Testing; Reading Tests; Science Tests; Social Studies; *Standardized Tests; State Programs; Test Construction; Testing Programs; Test Items; Test Manuals; *Test Use; Vocabulary Skills
IDENTIFIERS *Iowa Tests of Basic Skills

ABSTRACT

The Iowa Tests of Basic Skills (ITBS), here summarized for administrators, are intended to provide information about the skills development of individual students and about relative strengths and weaknesses of the instructional program. The ITBS represents the first comprehensive elementary school and secondary school statewide testing program in the nation, having been designed and constructed at the University of Iowa (Iowa City) since 1935. Over the years, hundreds of studies have examined issues related to the ITBS. The Riverside Assessment Program publishes 14 test levels, including the ITBS, from kindergarten through grade 12. The tests are numbered to correspond roughly with chronological age rather than grade. Alternate forms and related ability tests are offered. Tests are offered in the following areas: (1) vocabulary; (2) reading comprehension; (3) language; (4) mathematics concepts; (5) mathematics problem solving; (6) mathematics computation; and (7) social studies and science supplement to the ITBS batteries. Higher order thinking skills are measured throughout the ITBS batteries. Issues of item quality and item bias are discussed, with summaries of information about validity and scoring. Six tables provide scope and sequence and scoring information about the ITBS batteries. Numerous sample test items are included. (SLD)

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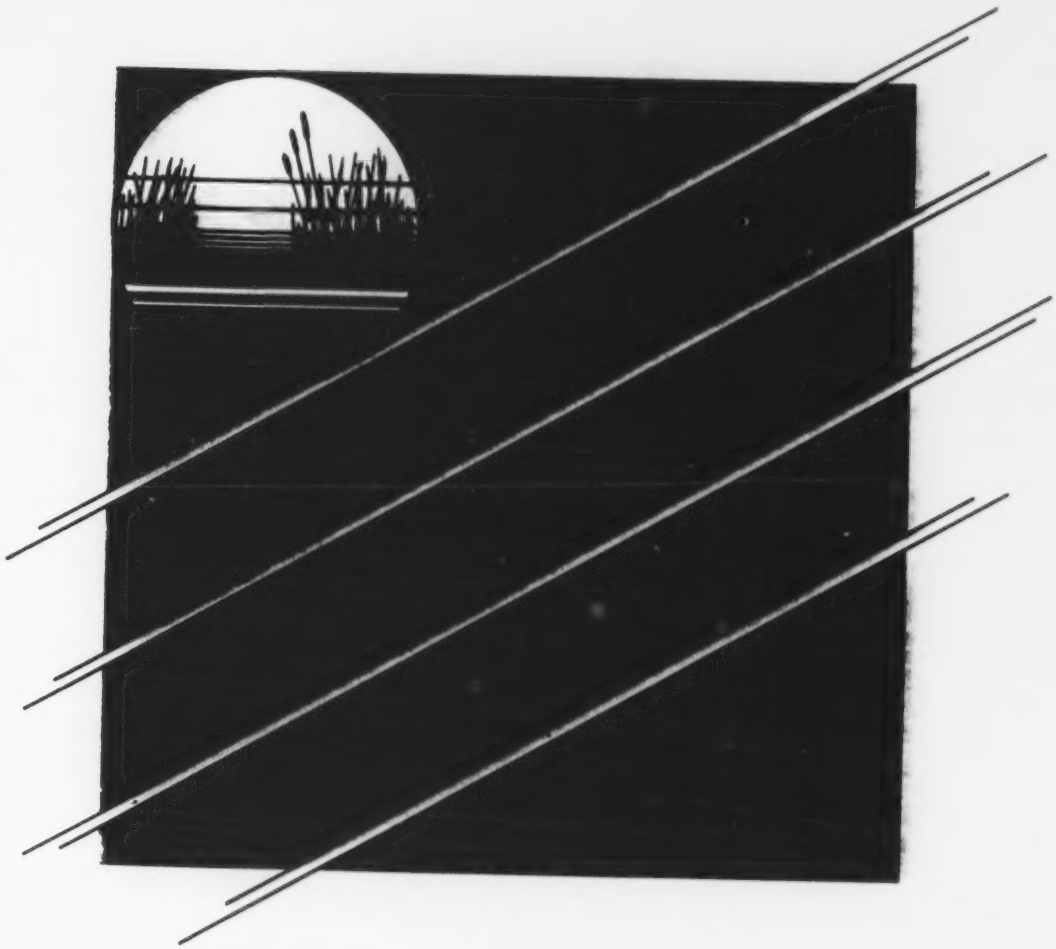
ADMINISTRATOR'S SUMMARY



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ITBS LEADERSHIP IN EDUCATIONAL MEASUREMENT

1929 The University of Iowa institutes the Iowa Academic Meet to provide good students with the type of recognition usually accorded only to athletes.

1931 The *Iowa Every-Pupil Tests* for high school students are developed at The University of Iowa under the direction of E. F. Lindquist and his colleagues.

1935 The *Iowa Every-Pupil Tests* are extended downward to the elementary grades; these batteries will be renamed the *Iowa Tests of Basic Skills* in 1955.

1949 A. N. Hieronymus is appointed director of the Iowa Basic Skills Testing Program.

1952 The Iowa Testing Programs originate the reporting of test results to elementary school students and parents.

1954 E. F. Lindquist and his colleagues develop the first electronic scoring machine.

1962 The Iowa Programs are first to make local frequency distributions and percentile norms available.

1965 Scoring innovations include
- Item performance analyses for groups and individuals
- Punched card reports
- Adhesive label reports of student scores

1966 The *ITBS* and the *Lorge-Thorndike Intelligence Tests* originate combined achievement and ability reporting with the publication of *ITBS* norms for ability levels.

1969 H. D. Hoover becomes a principal author of the *ITBS*.

1971 The *ITBS* developers pioneer individualized (functional level) testing.

1978 The *ITBS* is first to furnish laser-printed report narratives for parents.

1982 The Iowa Programs lead the way in providing up-to-date information with the publication of interim norms.

1989 The *ITBS* is the first achievement test battery to offer three equivalent forms (G, H, and J).

The Riverside Publishing Company

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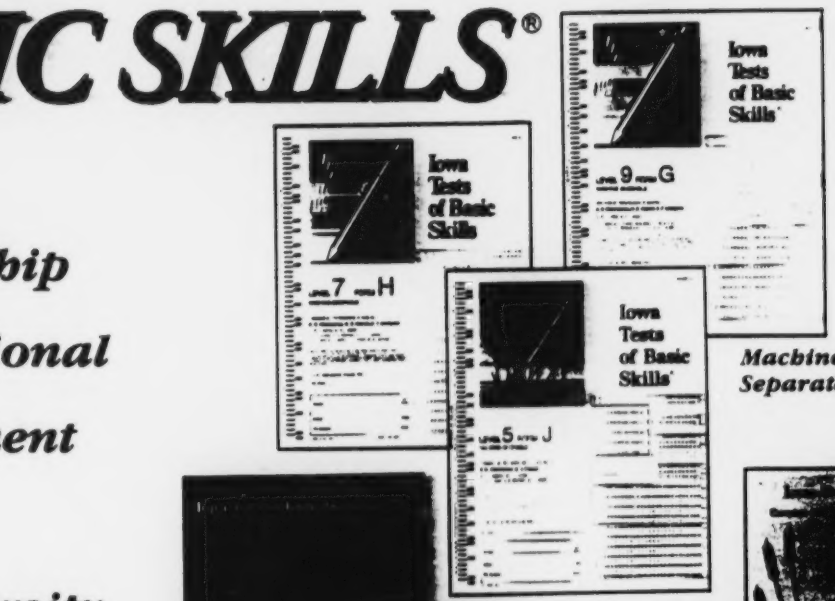
IOWA TESTS OF BASIC SKILLS®

60 years of leadership in educational measurement from The University of Iowa



Machine-Scorable Separate Level Tests

Multilevel Tests

Reusable Separate Level Tests

• Dependability	More tests and items for better assessment
• Quality	Superior technical quality
• Accuracy	1988 norms
• Security	Three forms—G, H, and J
• Service	Customized, easy-to-understand scoring and reporting options
• Continuity	Companion ability and high school achievement tests

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PROGRAM SUMMARY

Name of Test Battery

Iowa Tests of Basic Skills® (ITBS®)

Purpose

To assess students' progress in the fundamental skills taught in Grades K through 8

Authors

A. N. Hieronymus and H. D. Hoover
with
K. R. Oberley, N. K. Cantor, D. A. Frisbie, S. B. Dunbar, J. C. Lewis

Forms

Forms G, H, and J

Grade Levels

Grades K–8 (Levels 5–14)

Tests

Listening
Word Analysis
Vocabulary
Reading Comprehension
Language
Work-Study (Visual and Reference Materials)
Mathematics
Social Studies (optional)
Science (optional)
Writing (optional)

Format

Multiple-choice items

Levels 5–9: Separate machine-scorable test booklets
Levels 9–14: Separate level or multilevel reusable test booklets

Three editions: Basic Battery, Complete Battery, and
Complete Battery Plus Social Studies and Science

Scoring

Riverside Scoring Service® (central scoring)
Hand- or machine-scoring options (local scoring)

Scores

Grade-equivalents convertible to and from developmental standard scores

Percentile ranks, stanines, and normal curve equivalents interpolated to week of testing

"The ITBS present an outstanding example of a nationally normed achievement test battery. In every respect, these tests appear to be built upon modern measurement principles and practices."

—Ronald K. Hambleton
Professor of Education and Psychology
University of Massachusetts at Amherst
Test Critiques, VI

PURPOSE

The *Iowa Tests of Basic Skills (ITBS)* are intended **to provide information about the skills development of individual pupils** and about **relative strengths** and weaknesses in the **instructional program.** These tests may be administered at the beginning of the year to determine what students already know, at the end of the year to measure how much has been learned, or in the middle of the year to check on progress. Results of the testing program are useful throughout the year to plan for later instruction and evaluate the curriculum.

AUTHORS

A. N. Hieronymus and H. D. Hoover, senior authors of the *Iowa Tests of Basic Skills*, have made important contributions to the field of psychometrics in the areas of test development, item bias, test score scaling, norming, and test score equating. Forms G, H, and J of the *ITBS* represent the culmination of nearly 60 years of experience in developing reliable and valid achievement tests.

HISTORY

The Iowa Testing Programs were the first comprehensive elementary and secondary statewide testing programs in the nation. The *Iowa Tests of Basic Skills* have been designed and constructed by the professional staff of the College of Education at The University of Iowa since 1935. Income from the sale of the tests is used for research in test development and utilization. Over the years, the Iowa Testing Programs have conducted hundreds of studies examining issues related to the *ITBS*. Curriculum innovations and other changes are under constant study, as are techniques to improve the precision and usefulness of student assessment.

TEST LEVELS

The Riverside Assessment Program provides 14 test levels, more than any other program, in order to ensure accurate grade-to-grade measurement. Users will find a separate test for each year in school, from Kindergarten through Grade 12. Levels 5–14 of the *Iowa Tests of Basic Skills* are designed for Grades K–8, and Levels 15–18 of the *Tests of Achievement and Proficiency*™ *(TAP®)* are intended for Grades 9–12.

For maximum flexibility in the use of the tests, levels are numbered to correspond roughly to chronological age rather than grade. Table 1 identifies the correspondence of *ITBS* test level to age and grade for students of average achievement.

Table 1

Correspondence of Test Level to Average Age and Grade Level
***ITBS* Forms G, H, and J**

Battery	Test Level	Average Developmental Level	
		Age	Grade
Early Primary	5	5	K.1–1.5
	6	6	K.8–1.9
Primary	7	7	1.7–2.6
	8	8	2.5–3.5
Multilevel	9	9	3
	10	10	4
	11	11	5
	12	12	6
	13	13	7
	14	14	8–9

TESTING TIME

The Early Primary and Primary Battery tests are untimed, except for a portion of Mathematics Computation at Levels 7 and 8. Although tests in the Multilevel Battery are timed, an analysis of completion rates indicates that nearly all tests in the battery are essentially power (not speeded) tests. The only exception is Mathematics Computation, in which time is slightly restricted to enable teachers to identify students who are not proficient in computation because they work slowly. Table 2 details working times for each test and the corresponding number of items.

Table 2

Number of Items and Working Times by Test
ITBS Forms G, H, and J

Tests	Test Level :	Number of Items in 5	6	Work Time* (min.)	Number of Items in 7	8	Work Time* (min.)	Number of Items in 9	10	11	12	13	14	Work Time* (min.)
Practice Page		6	6	10										
Li:	Listening	31	31	25	32	32	16							
WA:	Word Analysis	35	36	25	47	50	18							
V:	Vocabulary	29	29	20	30	30	14	30	36	39	41	41	41	15
R:	Reading Comprehension							44	49	54	56	57	58	42
	Words		13	10										
	Word Attack		7	5										
	Pictures		13	8	23	23	12							
	Sentences		13	10	14	14	7							
	Picture Stories/Stories		12	12	19	24	15							
L:	Language	29	29	20										
L-1:	Spelling				27	29	13	30	36	40	41	41	41	12
L-2:	Capitalization				60	66	10	28	29	30	30	31	32	12
L-3:	Punctuation				46	60	12	28	29	30	30	31	32	14
L-4:	Usage and Expression				27	27	9	33	36	38	40	43	43	30
W:	Work-Study													
W-1:	Visual Materials				28	29	24	33	36	43	45	49	51	40
W-2:	Reference Materials				30	33	22	33	39	40	41	42	43	25
M:	Mathematics	33	33	25										
M-1:	Math Concepts				33	36	15	28	32	35	39	41	42	25
M-2:	Math Problem Solving				22	28	20	24	26	27	29	30	32	25
M-3:	Math Computation				27	32	20	34	37	39	41	42	43	16
Totals—Basic Battery†		**157****	**158****	**115****	**242**	**266**	**134**	**190**	**216**	**234**	**247**	**252**	**257**	**135**
Complete Battery			**216****	**160****	**465**	**513**	**227**	**345**	**385**	**415**	**433**	**448**	**458**	**256**
SS:	Social Studies				39	39	20	38	40	42	43	45	45	35
SC:	Science				35	35	20	38	40	42	43	45	45	35
Totals—Complete Battery Plus SS/SC, Forms G & J					**539**	**587**	**267**	**421**	**465**	**499**	**519**	**538**	**548**	**326**
Listening Supplement								31	33	35	36	38	40	35
Writing Supplement								Gives a choice of five writing topics for Levels 9–11 and five topics for Levels 12–14.						35

*Working times do not include time needed to pass out materials, fill in the name grid, read directions, or collect materials. Times given for untimed tests are approximate.

†The Basic Battery is a shorter form offered at all levels. Tests included in the Basic Battery are printed in blue.

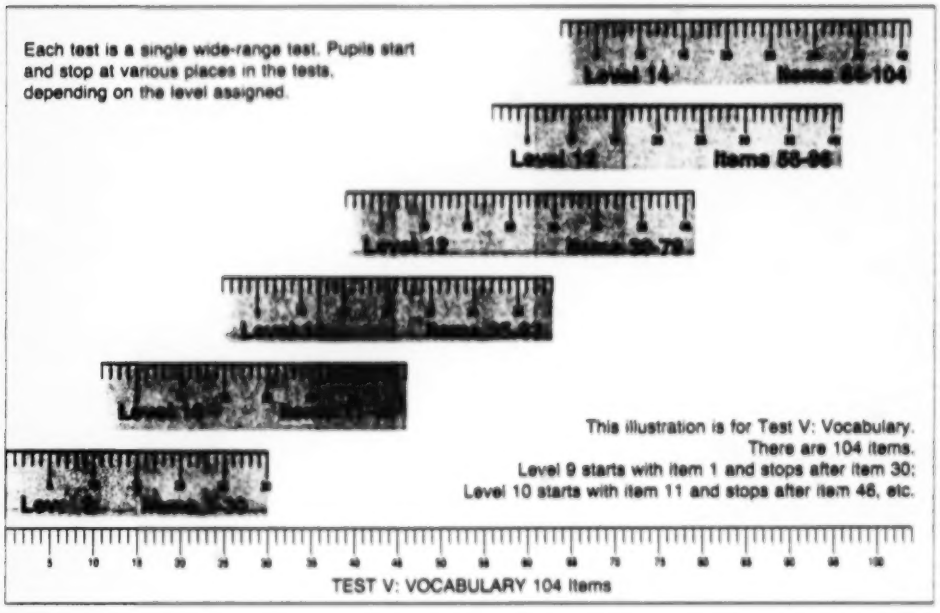
**Total does not include items on the Practice Page.

ITEM OVERLAP

Each test in the Multilevel Battery is continuous, covering the range of achievement in Grades 3–8. The six overlapping levels of each test were assembled by combining blocks of items representing successively higher levels of skills development. The degree of overlap varies from test to test. Tests for which instruction is relatively grade-dependent, such as Mathematics, have less item overlap, especially in Grades 3 through 6. The structure of the Vocabulary test is illustrated below.

Figure 1

Illustration of the Multilevel Organization


Each test is a single wide-range test. Pupils start and stop at various places in the tests, depending on the level assigned.
This illustration is for Test V: Vocabulary.
There are 104 items.
Level 9 starts with item 1 and stops after item 30;
Level 10 starts with item 11 and stops after item 48, etc.
TEST V: VOCABULARY 104 Items

This structure corresponds to the "spiral method" of teaching, a method characterized by (1) introduction of concepts, (2) teaching to achieve mastery, and (3) review. The separate but overlapping sets of test items provide continuity and stability of measurement, especially in out-of-level testing situations. The overlap of items from level to level also facilitates the development of a score scale having good growth properties from grade to grade.

ALTERNATE FORMS

The *Iowa Tests of Basic Skills* offer schools three alternate forms—G, H, and J—for maximum flexibility and security. Schools wishing to avoid item overlap from year to year can use alternate forms of the test batteries at adjacent grade levels. Table 3 summarizes the various format options for each form. In addition, there are three multilevel supplements: one for social studies and science, one for writing, and one for listening.

Table 3

Test Booklet Organization by Level and Form

	LEVELS	Multilevel Tests		Separate Level Tests		
		Basic	Complete	Basic	Complete	Complete Plus SS/SC
ITBS	5–6			G*, J*		
	7–8			G*, J*	G*, H, J*	G, J
	9–14	G, J	G, H, J		H	G**, J**

*Both NCS and MRC machine-scorable editions are available.

**Level 9 has reusable and machine-scorable formats; the Form G machine-scorable booklet is the Complete Battery.

RELATED ABILITY TESTS

The ability test that accompanies the *ITBS* is the *Cognitive Abilities Test* ™ *(CogAT®)*, which measures verbal, quantitative, and nonverbal reasoning in a Primary and a Multilevel Battery. The *CogAT* spans Grades 1–12. Combined scoring services allow users to compare grade-equivalent (GE) or developmental standard scores (DSS) obtained on the *ITBS* or the *TAP* with GE's or DSS's predicted from scores on the *CogAT*.

VALIDITY

The content domains assessed by the *ITBS* were determined after a formal review of professional literature, an analysis of state and local curriculum guides, a comprehensive examination of instructional materials, and consultation with teachers and school curriculum specialists. Other criteria included word frequency and social utility studies, studies of error frequencies, and a judgment of importance or cruciality.

Research studies were conducted to determine technical characteristics of items as related to content validity, interrelationships and uniqueness of tests, and appropriateness of content and procedures for special types of students. The latter included accelerated, developmentally retarded, learning-disabled, and culturally diverse populations. Other factors involved in the selection and development of materials for certain *ITBS* tests are described in the paragraphs that follow.

VOCABULARY

The Vocabulary test measures both the breadth of students' vocabulary and their ability to recognize fine distinctions in word meaning. Two different skills classification systems reflect these two dimensions. The first is the content-area skills classification outlined in Table 5 on page 18; the second is based on linguistic or structural distinctions (the part that nouns, verbs, modifiers, and connectives play in the language).

The content-area skills classification is an empirical, computer-generated system based on the *American Heritage* corpus of words. This corpus was established from texts representing a range of required and recommended reading in elementary and secondary schools. Word frequencies are reported for library and curriculum areas and for grade levels. The *ITBS* skills classification was developed by combining the seventeen *American Heritage* library and curriculum categories into seven generalized categories.

READING COMPREHENSION

The Reading Comprehension test in Levels 9–14 consists of selections varying in length from a single paragraph to a full page. The passages were chosen to represent the wide variety of topics and types of materials students encounter in their everyday lives. A relatively large number of these reading stimuli are literary passages drawn from the works of well-respected authors. Other passages were adapted from sources such as textbooks, newspapers, magazines, government publications, and encyclopedias.

In the Reading Comprehension test, reading the selection is essential to answering the related items. The order of reading comprehension items does not follow the order of the reading passage, so students are encouraged to think, not just gather facts. Many reading comprehension questions require the student to understand what happened, to infer what might happen next, or to draw conclusions about why something happened.

Items in the *ITBS* Reading Comprehension test tend to be somewhat longer than items in other current elementary school reading tests. Clarity and precision in posing questions, particularly questions involving complex cognitive processes and higher-order thinking skills, require more extended stems and responses. Very brief stems and responses are often the mark of items that can be answered by simply matching words in the item with words in the passage.

LANGUAGE

The *ITBS* measures knowledge of the conventions of written English. In Test L-1: Spelling, students choose the one word (if any) that is misspelled in a list of three or four. This item type allows testing more words than other methods. In Test L-2: Capitalization, Test L-3: Punctuation, and Test L-4: Usage and Expression, assessment is accomplished through proofreading activities. This format has the advantage of being familiar to students from the editing stage of their own composing process.

MATHEMATICS CONCEPTS

Test M-1: Mathematics Concepts measures students' understanding of the logic of the computational process and their knowledge of computational procedures. In general, when a level of Test M-1 is administered at the beginning of the school year to students in the appropriate grade, the students should be familiar with the mathematics concepts included in about 80 percent to 85 percent of the items. By midyear, students should be familiar with 90 percent to 95 percent of the items for the grade. The remaining items require competence usually attained during the second half of the year.

MATHEMATICS PROBLEM SOLVING

In Test M-2: Mathematics Problem Solving, students are called upon to move beyond imitation and recall to solve realistic problems presented in fresh contexts. Every attempt has been made to keep the problem-solving test relatively independent of computational skills. The fundamental operations and concepts involved are those which, in most cases, have been introduced at least a year prior to the grade for which a given level of the test is primarily intended.

MATHEMATICS COMPUTATION

Since the problem-solving test is designed to be relatively independent of computation skills, the latter are assessed in Test M-3: Mathematics Computation. In general, Test M-3 includes only those skills that were taught during the school year preceding the one for which a level of the test is most commonly used.

SOCIAL STUDIES AND SCIENCE

The objectives of modern social studies and science programs are measured throughout the *ITBS* batteries. A number of exercises in the Listening, Vocabulary, Reading, and Math Problem Solving tests are based upon social studies or science materials. Many of the maps, graphs, charts, and tables that students interpret in the Work-Study test also have been taken from social studies and science sources.

The purpose of the *Social Studies and Science* supplement is, therefore, to measure outcomes not covered elsewhere in the *ITBS*. Although the Social Studies and Science tests require knowledge and background information, they are concerned primarily with generalization and application of principles.

HIGHER-ORDER THINKING SKILLS

Items testing higher-order thinking skills may be defined as those that require students to associate at least two pieces of nonconsecutive information and process that information to find the correct response. The *ITBS* batteries include a large proportion of items that measure higher-order thinking skills and require multiple steps for solution. Generalization and inference items requiring critical thinking are included in the majority of tests and subtests in all curricular areas.

The following table shows the percentage of *ITBS* items that measure higher-order thinking skills as defined above. The tests analyzed are those that most emphasize such skills. Performance on appropriate items from these tests is reported as a separate higher-order thinking skills score.

Table 4

Percentage of Form J Items That Measure Higher-Order Thinking Skills

Grade/ Test Level	Reading/ Listening	Language Usage & Expression	Work-Study	Mathematics	Social Studies	Science
1/7	32%	74%	43%	11%	44%	46%
2/8	33%	74%	48%	23%	54%	57%
3/9	52%	82%	45%	15%	45%	45%
4/10	59%	81%	49%	17%	42%	48%
5/11	67%	79%	53%	29%	38%	43%
6/12	68%	78%	54%	35%	49%	49%
7/13	72%	79%	55%	37%	53%	51%
8/14	72%	81%	60%	39%	49%	60%

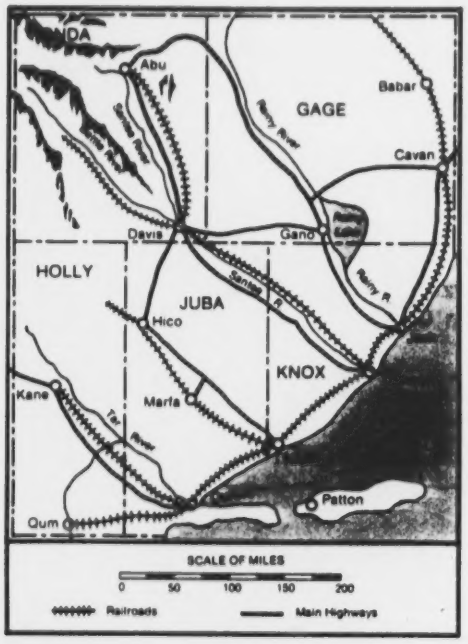
ITEM QUALITY

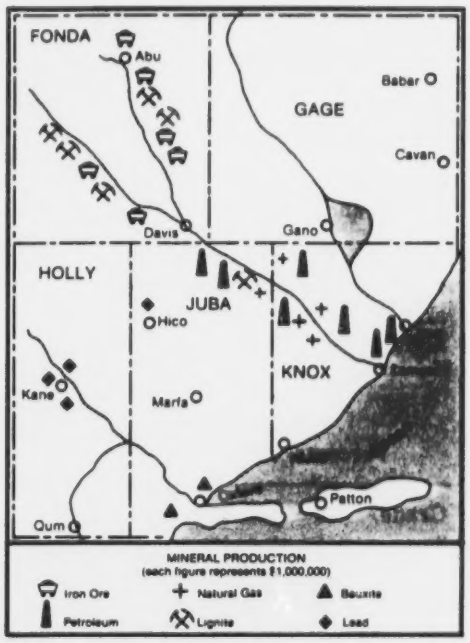
Two sample test items are shown below to illustrate item quality. These items are from a past form of the Level 12 Visual Materials test. Level 12 is usually administered to sixth grade students.

Sample Items from a Visual Materials Test

Level 12 Begin Here

The maps on this page show a make-believe country. There are five states in this country: Fonda, Gage, Holly, Juba, and Knox. The map at the left shows the main cities, rivers, mountains, highways, and railroads. The map on the right shows the major mineral production. The names of the cities appear in alphabetical order, beginning near the top.





1. **Which of these cities is shown in the air view at the right?**
   1) Abu
   2) Davis
   3) Jask
   4) Lamesa

2. **Ships leaving Oxford would most likely be loaded with which of these?**
   1) Bauxite and lead
   2) Lead and petroleum
   3) Petroleum and lignite
   4) Lignite and bauxite

These items may look simple at first glance, but to answer them students must

- comprehend the written text
- apply information in the text ("The names of the cities appear in alphabetical order") to the graphic materials
- select the appropriate source of information
- interpret the graphics
- apply information interpreted from one spatial relationship to an entirely different spatial relationship
- combine sources of information
- analyze the relationships among various components

Item 1

All of the cities named in the response choices have the same common land features: a river, a highway, and a railroad. Thus, students must make inferences based on combinations of these features. A less sophisticated item would result from the use of Babar, Hico, and Marfa as incorrect choices, because they are not near a river. Only Davis is located at the confluence of two rivers.

Item 2

This item requires that students use their knowledge about seaports and the transportation of goods. A literal interpretation of the map—that Oxford produces bauxite—is insufficient to answer the item. To arrive at the correct answer, bauxite and lead, students must also consider the transportation systems and infer that Oxford is the logical shipping destination for the lead produced near Kane.

ITEM ANALYSIS

All items included in the final forms of the *Iowa Tests of Basic Skills* were selected from a large population of items that were first tried out in the annual testing program in Iowa. After the results of the preliminary tryout were evaluated, selected items from all test areas were administered to a national sample of about 32,000 pupils representing approximately 200 schools in 35 states.

Results of the national tryout were analyzed to assess each item's level of difficulty, its fairness, and its capacity to differentiate among skill levels. Only items with exemplary statistical characteristics were selected for inclusion in final test forms.

BIAS

Riverside has always taken a strong stance on the need to recognize the contributions and achievements of each racial, ethnic, and gender group and to represent them in a fair and positive manner. All of Riverside's tests are scrutinized for quality during item tryout and again during standardization. Outside reviewers representing every part of the country, varied racial and ethnic groups, and a gender balance, independently critique every *ITBS* item and the test as a whole to ensure fairness and avoid bias. This review complements similar efforts on the part of the test authors and Riverside's editorial staff.

DIFFICULTY OF THE TESTS

The authors of the *ITBS* have taken great care that the batteries provide statistically accurate measurement over the entire ability range of students for whom the tests are intended. Of special concern are students at the extremes of the score distribution. To measure high- and low-ability students accurately, tests must have enough range to allow these students to show what they can do. For example, if the test is too easy, a considerable proportion of students will achieve perfect or nearly perfect scores. The *ITBS* batteries have been constructed to minimize ceiling and floor effects.

READABILITY

The readability of materials is typically below grade level for all tests except Reading Comprehension so that test validity is not compromised. In addition, a consistent effort has been made to ensure that the subject matter of test materials is both of interest to students and appropriate to grade level.

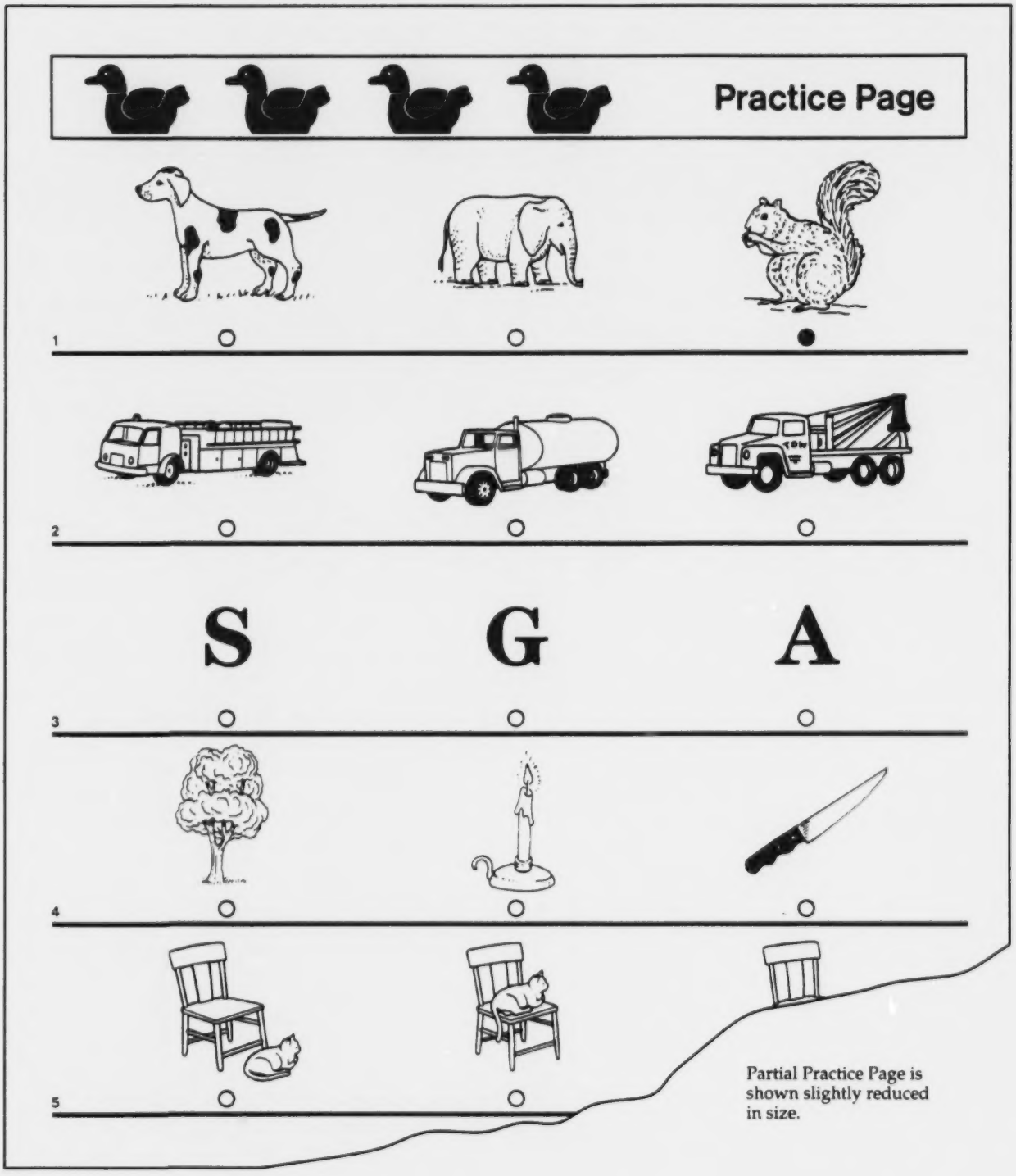
Test format and graphics were carefully planned to correspond to those used in textbooks and other common student materials. The style and size of type were determined after a formal survey of guidelines from state departments of education and a review of technical literature pertaining to print used for children's books. The authors conduct regular research on issues of test graphics and design. In addition, professional designers help to develop attractive and efficient test booklets.

EARLY PRIMARY SAMPLE PAGES

The test sample on the next page illustrates the care taken by the *ITBS* authors and editors to create an instrument that is appealing to children and easy to use. The page comes from a Form J Level 5 Practice Test, which is typically given to Kindergarten or beginning Grade 1 students.

Form J features locator art across the top of each page to help the test administrator verify that all students have found the right place. An inviting, open look is created for young test-takers by the single-column format and ample space between response choices. All type is large and easy to read.

Partial Practice Page from a Level 5 Test Book (Form J)



Partial Practice Page is shown slightly reduced in size.

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Since all the Early Primary Battery tests (except the optional Reading test at Level 6) are designed to be given orally, *Teacher's Guides* provide test administrators with a script to read in giving directions. A portion of the directions corresponding to the Level 5 Practice Test sample is shown below. Note that the locator art from the student's page is repeated in the Form J *Teacher's Guide* so that test administrators can readily identify the symbol marking each student page.

Sample Instructions from a Level 5 *Teacher's Guide* (Form J)

Practice Page

approximately 10 minutes

1 To administer the exercises on the Practice Page, begin by saying:

Put your booklet on your desk with the front cover on top. (Demonstrate, then pause until all the pupils have the test booklets lying on their desks with the name grid facing up.) **Now open your booklet to the second page. This page has pictures of ducks across the top.** (Demonstrate. Open a copy of the test booklet, fold back the front cover, and place the folded test booklet on the desk. The Practice Page with the ducks at the top should be facing up.)

1. **Put your marker under the row of pictures just below the ducks.** (Demonstrate where the markers should be placed.) **The pictures show a dog, an elephant, and a squirrel. Each picture has a little circle under it.**

I will read you a story about the pictures. Then we will see how to mark the circle under the picture that best tells about the story.

Listen carefully. Which animal is best at climbing trees? (Pause for reply.) **Yes, the squirrel is best at climbing trees. Notice that there is a black mark in the circle under the squirrel to show that the squirrel is the answer.**

STANDARDIZATION

In the fall of 1984, Form G of the *ITBS* Early Primary, Primary, and Multilevel Batteries; Form G of the *TAP* Multilevel Battery; and Form 4 of the *CogAT* Primary and Multilevel Batteries were jointly standardized and scaled in Grades K–12. The fall sample consisted of approximately 15,000 students per grade from 49 states. Criteria used in selecting and weighting the sample were geographic region, size of school district, and socioeconomic status (family education and income).

In 1985 empirical spring norms were obtained for the *ITBS, TAP,* and *CogAT* batteries by readministering the batteries in a one-third subsample of the schools that had participated in the fall standardization. In the spring, approximately one-half of the students tested with Levels 7–14 were administered Form G; the others were administered Form H.

In addition, students participating in the spring *ITBS* standardization were administered either the Social Studies and Science supplement, the Listening supplement, or the Writing supplement in order to obtain norms for these tests. Subsamples of students in the spring standardization in Grades 9–12 were also administered the Listening and Writing supplements to the *TAP.*

NORMING SAMPLE

Separate samples were identified for public school districts, Catholic school systems, and private non-Catholic schools. Each of these samples was chosen to be representative of the national population of schools according to type. The sampling procedure was designed to produce (1) a national probability sample representative of the nation's students; (2) a sample of the nation's school buildings to provide the basis for school building norms; and (3) the data on which to base special Catholic, large-city, and high and low socioeconomic norms. Riverside test users made up 32 percent of the norming sample.

1988 NORMS

Updated national norms for Forms G, H, and J of the *ITBS* and *TAP* were reported in 1989. Users of the expanded Riverside Basic Skills Assessment Program may elect to have tests scored using either the 1985 or the 1988 norms. In addition, a new scoring service reports group summary data in both metrics for each grade at the building and district levels. The *ITBS* 1988 norming process is described in detail in the *Manual for School Administrators Supplement* on pages 4–9.

RELIABILITY

The aggregated reliability data for the *ITBS* and *TAP* are unsurpassed by those recorded for any other test. These high reliability coefficients indicate that the tests are measuring consistently and that users can have confidence in the scores obtained for individuals and groups. Tables of internal-consistency and equivalent-forms reliability for Forms G and H of the *ITBS* are located in the *Manual for School Administrators* on pages 92–102; similar information for Form J of the *ITBS* may be found in the *Manual for School Administrators Supplement* on pages 11–14.

SCORE SCALES

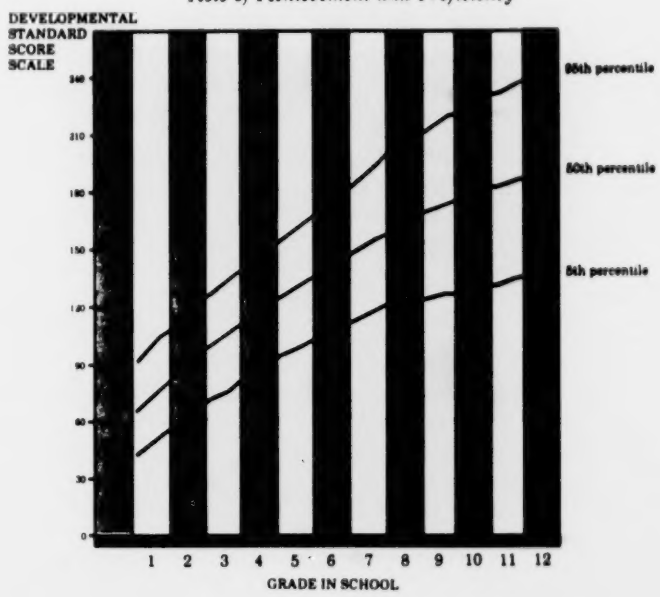
One important characteristic of a good test score scale is that it reflects consistent year-to-year growth. The *ITBS* and *TAP* produce better score discrimination at all levels than any other achievement test battery. Scales for the various tests of the *ITBS* and *TAP* show consistent increases across time and test levels at each percentile point. Figure 2 on p. 16 illustrates this feature by comparing the *ITBS* and *TAP* growth model for Reading Comprehension to that of another standardized achievement test.

Figure 2

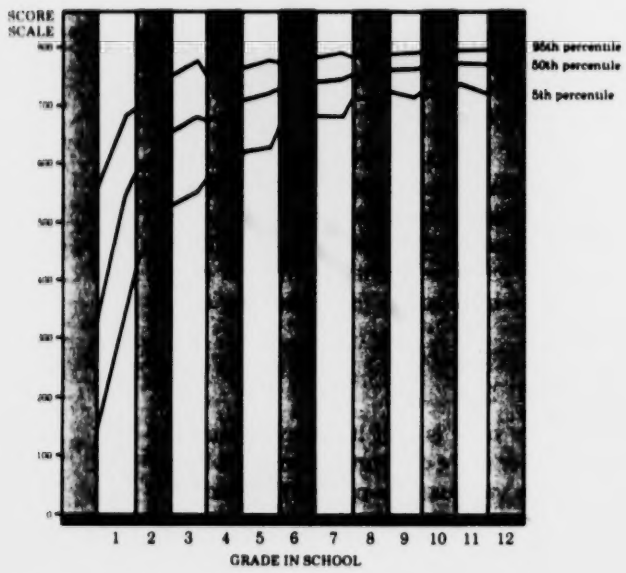
A Comparison of Growth Models for Reading Comprehension, Grades 1–12

Iowa Tests of Basic Skills and
Tests of Achievement and Proficiency

- Consistent grade-to-grade growth
- Growth rate is greater in early grades than in later grades.
- Total Grade 1–12 growth for high-achieving students is greater than for low-achieving students.


DEVELOPMENTAL STANDARD SCORE SCALE
95th percentile
50th percentile
5th percentile
1 2 3 4 5 6 7 8 9 10 11 12
GRADE IN SCHOOL

Three-Parameter IRT Growth Model
Another Achievement Test



- Irregular grade-to-grade growth
- For the "average" student, 68% of score-scale growth in reading skills occurs in Grades 1 and 2; 32% occurs in Grades 3–12.
- Low-achieving students decline in performance during each school year (fall to spring) from Grades 6–12 but show gains from spring to fall.
- Total Grade 1–12 growth for high-achieving students is less than the total growth for low-achieving students.

All data are based on published norms tables.

SKILLS OBJECTIVES

The *ITBS* batteries contain more test items and more skills objectives than other nationally standardized tests to ensure accurate diagnosis of students' strengths and weaknesses. The assessment of skills objectives across each level of the *ITBS* is presented in summary form in Table 5 and in more depth in the *Detailed Skills Objectives with Item Norms* book for each form of the batteries.

Table 5

Scope and Sequence
***ITBS* Forms G, H, and J**

Grade	K.1–1.5	K.8–1.9	1.7–2.6	2.5–3.5	3	4	5	6	7	8–9
Level	5	6	7	8	9	10	11	12	13	14
Test Li: Listening										
Literal Meaning	X	X	X	X						
Inferential Meaning	X	X	X	X						
Concept Development	X	X	X	X						
Following Directions	X	X	X	X						
Linguistic Relationships			X	X						
Numerical and Spatial Relationships			X	X						
Understanding Sequence	X	X	X	X						
Predicting Outcomes	X	X	X	X						
Attention Span	X	X	X	X						
Test WA: Word Analysis										
Letter Recognition	X	X								
Letter-Sound Correspondence	X	X								
Initial Sounds[1]	X	X	X	X						
Medial Sounds[1]				X						
Final Sounds[1]	X	X	X	X						
Rhyming Sounds	X	X	X							
Silent Letters			X	X						
Substitutions, Initial[1]		X	X	X						
Substitutions, Final[1]			X	X						
Word Building[1]		X								
Long Vowel Sounds				X						
Short Vowel Sounds				X						
Affixes and Inflections				X						
Compound Words				X						

[1]Consonant sounds, vowel sounds (in Levels 7–8), consonant blends or clusters, diphthongs (in Levels 7–8), and digraphs.

Table 5 (continued)

Scope and Sequence
***ITBS* Forms G, H, and J**

Grade	K.1–1.5	K.8–1.9	1.7–2.6	2.5–3.5	3	4	5	6	7	8–9
Level	5	6	7	8	9	10	11	12	13	14
Test V: Vocabulary										
Reading	X	X	X	X	X	X	X	X	X	X
Language	X	X	X	X	X	X	X	X	X	X
Work-Study	X	X	X	X	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X	X	X	X	X
Mathematics		X	X	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X	X	X	X
Fine and Applied Arts	X	X	X	X	X	X	X	X	X	X
Test R: Reading										
Word Recognition		X								
Word Attack		X								
Facts (Literal Meaning)[2]		X	X	X	X	X	X	X	X	X
Inferences (Interpretive Meaning)[3]		X	X	X	X	X	X	X	X	X
Generalizations (Evaluative Meaning)[4]			X	X	X	X	X	X	X	X
Test L: Language										
Classification	X	X								
Prepositions	X	X								
Temporal Relations	X	X								
Singular-Plural	X	X								
Comparative-Superlative	X	X								
Spatial-Directional Terms	X	X								
Operational Language	X	X								

[2]Includes understanding questions of the who, what, when, and where type, as well as those that require deducing the meaning of words or phrases from context.

[3]Includes understanding cause-and-effect relationships, drawing conclusions, inferring traits and feelings, and inferring motives.

[4]Involves understanding main ideas; organization; purpose and viewpoint of the author; figurative language; and the structure, mood, and style of the selection.

Table 5 (continued)

Scope and Sequence
***ITBS* Forms G, H, and J**

Grade	K.1–1.5	K.8–1.9	1.7–2.6	2.5–3.5	3	4	5	6	7	8–9
Level	5	6	7	8	9	10	11	12	13	14
Test L-1: Spelling										
Consonant Substitution			X	X	X	X	X	X	X	X
Consonant Reversals			X	X	X	X	X	X	X	X
Omission of Consonants			X	X	X	X	X	X	X	X
Addition of Unnecessary Consonants			X	X	X	X	X	X	X	X
Double Consonants			X	X	X	X	X	X	X	X
Vowel Substitution			X	X	X	X	X	X	X	X
Vowel Reversals			X	X	X	X	X	X	X	X
Omission of Vowels			X	X	X	X	X	X	X	X
Addition of Unnecessary Vowels			X	X	X	X	X	X	X	X
Test L-2: Capitalization										
Names and Titles			X	X	X	X	X	X	X	X
Dates and Holidays			X	X	X	X	X	X	X	X
Place Names			X	X	X	X	X	X	X	X
Organizations and Groups				X	X	X	X	X	X	X
Linguistic Conventions			X	X	X	X	X	X	X	X
Overcapitalization			X	X		X	X	X	X	X
Test L-3: Punctuation										
Terminal Punctuation			X	X	X	X	X	X	X	X
Comma			X	X	X	X	X	X	X	X
Other Punctuation				X	X	X	X	X	X	X
Overpunctuation					X	X	X	X	X	X
Test L-4: Usage and Expression										
Part 1: Usage										
Verbs			X	X	X	X	X	X	X	X
Pronouns			X	X	X	X	X	X	X	X
Modifiers			X	X	X	X	X	X	X	X
Context			X	X	X	X	X	X	X	X
Part 2: Expression										
Conciseness and Clarity					X	X	X	X	X	X
Appropriateness			X	X	X	X	X	X	X	X
Organization			X	X	X	X	X	X	X	X

Table 5 (continued)

Scope and Sequence
ITBS Forms G, H, and J

	Grade	K.1–1.5	K.8–1.9	1.7–2.6	2.5–3.5	3	4	5	6	7	8–9
	Level	5	6	7	8	9	10	11	12	13	14
Test W-1: Visual Materials											
Map Reading											
Locating and Describing Places				X	X	X	X	X	X	X	X
Determining Direction				X	X	X	X	X	X	X	X
Determining Distance				X	X	X	X	X	X	X	X
Interpreting and Relating Data							X	X	X	X	X
Inferring Behavior and Living Conditions				X	X	X	X	X	X	X	X
Reading Graphs and Tables											
Reading Amounts				X	X	X	X	X	X	X	X
Comparing Quantities				X	X	X	X	X	X	X	X
Interpreting Relationships and Trends				X	X	X	X	X	X	X	X
Test W-2: Reference Materials											
Alphabetizing				X	X	X	X	X	X	X	X
Using a Table of Contents				X	X	X	X	X			
Using an Index						X	X	X	X	X	X
Using a Dictionary				X	X	X	X	X	X	X	X
Using Encyclopedias							X	X	X	X	X
Using Guide Words									X	X	X
Using Key Words									X	X	X
Using General Reference Materials				X	X	X	X	X	X	X	X
Classifying				X	X						
Test M: Mathematics											
Numeration and Number Systems		X	X								
Geometry and Measurement		X	X								
Operations (Addition, Subtraction)		X	X								
Test M-1: Math Concepts											
Numeration and Number Systems				X	X	X	X	X	X	X	X
Equations, Inequalities, and Number Sentences				X	X	X	X	X	X	X	X
Whole Numbers: Integers				X	X	X	X	X	X	X	X
Fractions				X	X	X	X	X	X	X	X
Decimals, Currency, and Percent				X	X	X	X	X	X	X	X
Geometry and Measurement				X	X	X	X	X	X	X	X

Table 5 (continued)

Scope and Sequence
***ITBS* Forms G, H, and J**

Grade	K.1–1.5	K.8–1.9	1.7–2.6	2.5–3.5	3	4	5	6	7	8–9
Level	5	6	7	8	9	10	11	12	13	14
Test M-2: Math Problem Solving										
Single-Step Problems:										
Addition, Subtraction			X	X	X	X	X	X	X	X
Single-Step Problems:										
Multiplication, Division			X	X	X	X	X	X	X	X
Multiple-Step Problems:										
Combined Use of Basic Operations			X	X	X	X	X	X	X	X
Test M-3: Math Computation										
Whole Numbers										
Addition			X	X	X	X	X	X	X	X
Subtraction			X	X	X	X	X	X	X	X
Multiplication					X	X	X	X	X	X
Division						X	X	X	X	X
Fractions										
Addition							X	X	X	X
Subtraction							X	X	X	X
Multiplication								X	X	X
Division									X	X
Decimals										
Addition							X	X	X	X
Subtraction							X	X	X	X
Multiplication								X	X	X
Division									X	X
Test SS: Social Studies										
Historical Perspective[5]			X	X	X	X	X	X	X	X
Patterns and Systems[5]			X	X	X	X	X	X	X	X
Test SC: Science										
Nature of Science				X	X	X	X	X	X	X
Life Science			X	X	X	X	X	X	X	X
Earth and Space Science			X	X	X	X	X	X	X	X
Physics			X	X	X	X	X	X	X	X
Chemistry			X	X	X	X	X	X	X	X
Health and Safety			X	X	X	X	X	X	X	X

[5]Includes economic, geographic, political, social, anthropologic, and related social studies content.

"The* Manual for School Administrators *and the accompanying* Teacher's Guides *are among the best in the testing field."

—Ronald K. Hambleton, *Test Critiques*, VI

SUPPORT MATERIALS

The *ITBS* is supported by optional practice tests for each level as well as an individualized posttest software package (*Follow Through*) for Grades 3 through 8. The skills presented in this computer-based instructional program correlate directly with the skills objectives tested in the *ITBS* Complete Battery (vocabulary, reading, language, work-study, and mathematics).

Part 2 of the *Manual for School Administrators* gives directions for planning, organizing, and administering the testing program; Part 4 of the *Manual* provides suggestions for the interpretation and use of test results. Teachers will also find numerous suggestions for using test results to improve instruction in the *Teacher's Guides*. The *Report to Parents* for Grades K–3 and the *How Are Your Basic Skills?* student/parent report folder for Grades 3–9 provide important feedback on student performance. Spanish language editions of the student/parent report folders are also available.

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Teacher's Guide

Use of Test Results in Improving Instruction

Part 6

INDIVIDUALIZING INSTRUCTION AND EVALUATION

The most important purpose of tests is to facilitate provision for individual differences in needs and abilities. ...ditional conception of the graded classroom ...l of uniform requirements that all pupils ...et in order to be promoted. This ...ng that grade levels signified ...ment. The teacher was ...uirements and ...ary pupil ...

on different tests, between past and present performance, or between expected and actual performance. In cases in which the teacher's prior judgment and test results are in conflict, there is often, unfortunately, a tendency to discount the test evidence. If teacher judgment and test results always agreed perfectly, there would be little need for testing (except to confirm judgment). There is always an explanation for unusual or unexpected performance on a test. It is behavior to be interpreted and understood.

EVALUATING CLASS (GROUP) PERFORMANCE

The class averages at the end of the list report of ...ores provide a means of determining the aver... ...ential levels of pupils in the class and of ... greatest relative advancement or ...lopmental level of differ... considerably. Very ...; the aver... norm.

The Basic Skills—A Report to Parents (pages 2-3)

The results enable you, as parents, to find out how well your child is progressing in the various skills areas. Of course, test results are not perfectly accurate. But they do indicate what a child did in a particular test situation on a particular day. And they provide a useful basis for helping parents and teachers work together in the best interests of the child.

What skills are tested?

The skills tested are the basic tools for learning. To a large extent, they determine future success in school and in the world of work. The basic skills include, of course, the "three R's," but they also involve listening, interpretation of pictorial and graphic materials, and use of sources of information.

The specific skills areas* tested in the *Iowa Tests of Basic Skills* are:

Listening — comprehension of orally presented material

Word Analysis — sound-letter association, phonetic analysis, and word structure

Vocabulary — reading and knowing the meaning of words

Reading — understanding what is read

Language — spelling; capitalization; punctuation; and usage and expression

Work-Study Skills — reading maps, graphs, and tables; alphabetizing; classifying; using a picture dictionary, table of contents and other similar materials

Mathematics — understanding the number system, mathematical terms and operations; solving problems; computation

*There are different editions of the *Iowa Tests of Basic Skills*. Not all schools test in all areas.

What do the scores mean?

The scores reported on the chart on the last page are percentile ranks. The percentile rank for a given pupil is the percent of pupils who score lower. A percentile rank of 65, for example, means that the pupil did better than 65 percent of the other pupils who took the test. The range of scores is from a low of 1 to a high of 99.

On the chart the scores have been plotted and the points connected to form a line graph or "skills-line." The numeral 50 at the sides of the chart marks the middle of the chart. On each test, half (50 percent) of the pupils tested earn ranks of less than 50, and half, more than 50. For this reason, 50 is an "average" score. Whenever the skills-line lies in the upper part of the chart, the pupil's skills are above average. Whenever it lies in the lower part of the chart, his or her skills are below average.

Many different norms (ranks) are available with the *Iowa Tests*. Each school decides for itself which norms are most meaningful to pupils and parents. Some schools desire more than one type of ranking. If a label showing ranks has been affixed near the top of the chart, the type of norms used is printed on it. (NPR = percentile rank among pupils in the nation; LPR = percentile rank in the local school system; and so on.)

Some of the test results for your child will probably be pleasing; others may be disappointing. Test results, in themselves, are not "good" or "bad." Each child is a unique person. A level of performance that is reasonable for one child may be totally inappropriate for another.

What else is important?

The testing program of your school is just one of many sources of information about your child's progress. While basic skills are important, there are many other aspects of development which are not covered by the tests. These include maturity, attitudes, interests, social relationships, artistic understandings, and so on.

Talk with the teachers about your child's strengths and weaknesses in overall development. Ask them how you can help your child do well in school.

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Detailed Skills Objectives with Item Norms books are available for *ITBS* Forms G, H, and J. These publications list content and skills classifications for each item at each developmental level. In addition, item norms are reported for fall, midyear, and spring testing. Item norms represent the percentage of students in the national standardization sample who responded correctly to each item. By examining the detailed skills classifications and item norms, users can further evaluate individual strengths and weaknesses.

Two sample tables from the Form J *Detailed Skills Objectives* book are shown below.

Sample Tables from a *Detailed Skills Objectives* Book

Level 10

MATH PROBLEM SOLVING Level 10		Skill Code	Item No.	Item Norms Grade 4 F	M	S
MATH PROBLEM SOLVING		(30)		47	52	57
MULTIPLE-STEP PROBLEMS + / −		(10)		61	66	72
Currency:	−	1C	19	72	77	83
	+	1C	23	53	58	63
Whole numbers:	+	1W	9	83	88	93
	−	1W	10	75	80	86
	+	1W	14	56	61	67
	+	1W	17	80	85	90
	−	1W	18	80	86	92
	+	1W	25	64	68	72
	+	1W	27	54	59	66
	−	1W	33	25	32	39
MULTIPLE-STEP PROBLEMS × / +		(8)		40	47	55
Currency:	×	2C	16	33	38	43
	×	2C	21	73	77	80
	+	2C	31	32	38	43
Whole numbers:	+	2W	11	37	42	48
	×	2W	12	56	62	67
	×	2W	15	47	53	59
	+	2W	29	37	43	48
	+	2W	34	18	24	29
MULTIPLE-STEP PROBLEMS		(8)		50	59	64
Currency:	+ ×	3C	20	52	57	61
	+ −	3C	22	53	58	65
	+ ×	3C	24	30	32	34
	+ ×	3C	28	33	38	43
Whole numbers:	+ −	3W	13	34	40	46
	− ×	3W	26	21	26	29
	+ × −	3W	30	29	35	41
Fractions:	× −	3F	32	24	27	30

Level 14

MATH PROBLEM SOLVING Level 14		Skill Code	Item No.	Item Norms Grade 8 F	M	S
MATH PROBLEM SOLVING		(30)		47	89	95
MULTIPLE-STEP PROBLEMS		(10)		49	49	49
Whole numbers:	−	1W	75	37	41	46
Fractions:	−	1F	66	46	49	52
Currency:	×	2C	49	73	75	78
Currency:	+	2C	52	46	46	47
Whole numbers:	+	2W	69	32	34	37
Whole numbers:	+	2W	71	25	28	31
Fractions:	×	2F	54	46	46	47
Fractions:	−	2F	55	57	59	60
Fractions:	−	2F	58	41	43	45
Fractions:	×	2F	61	37	39	42
Fractions:	+	2F	63	40	42	45
Fractions:	+	2F	64	42	44	47
Fractions:	×	2F	74	48	48	53
MULTIPLE-STEP PROBLEMS		(10)		89	89	89
Currency/Integers		(11)		89	94	94
Currency:	+ ×	3C	48	86	87	89
	× +	3C	47	88	89	91
	+ ×	3C	48	83	84	86
	− − ×	3C	50	78	79	81
	× −	3C	51	38	41	44
	− +	3C	53	36	36	38
	+ −	3C	57	60	62	65
	− ×	3C	62	66	67	71
	× −	3C	72	28	31	36
Whole numbers:	+ +	3W	60	53	56	59
	× +	3W	70	37	39	43
Positives/Decimals		(9)		88	41	44
Fractions:	+ ×	3F	56	38	40	42
	+ + ×	3F	58	55	58	61
	+ ×	3F	66	51	54	58
	− ×	3F	67	48	51	54
	− ×	3F	68	50	53	57
	− +	3F	73	12	18	20
	× × +	3F	76	22	25	28
	+ ×	3F	77	24	27	30

Skill codes are used to sort results into criterion-referenced score reports. The meaning of each skill code is described in Part 6 of the *Teacher's Guides*.

Item norms are reported for fall (F), midyear (M), and spring (S) testing.

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SCORING SERVICES AND REPORTS

The *ITBS* can be hand- or machine-scored. A variety of score reports are available from the Riverside Scoring Service® to meet the needs of teachers, administrators, counselors, students, and parents. Table 6 identifies the primary and secondary users of each type of *ITBS* score report. Four different types of score reports are shown on the pages that follow.

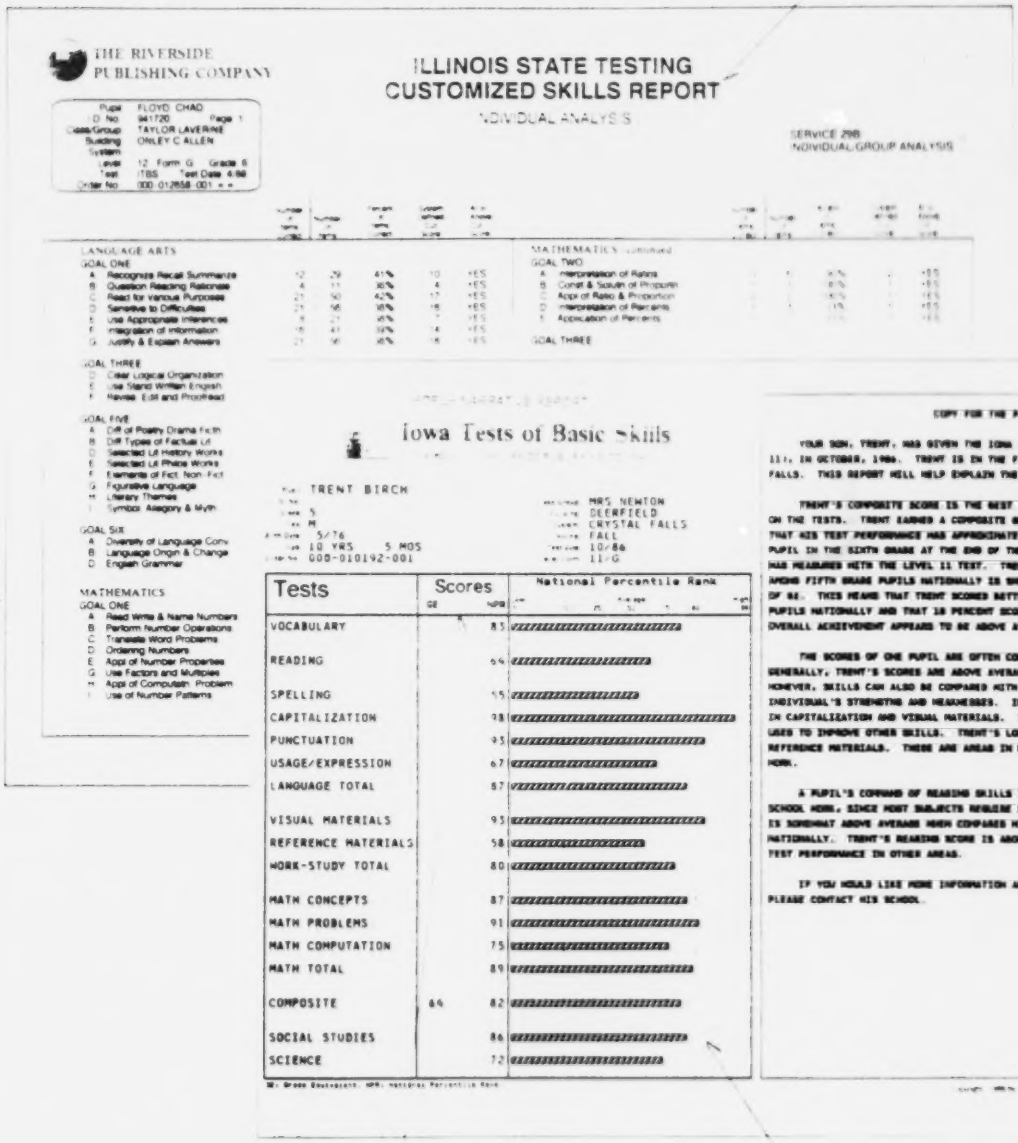
Table 6

Primary (1) and Secondary (2)
ITBS Score Report Users

	Students	Parents	Teachers	Curriculum Coordinators	Bldg./Dist. Administrators	Counselors	Researchers
1. Student Criterion-Referenced Skills Analysis	2	2	1	—	2	2	—
2. Pupil Profile Narrative							
a. Teacher Copy	—	—	1	—	2	1	—
b. Parent Copy	2	1	1	—	—	—	—
3. Building Criterion-Referenced Skills Analysis	—	—	—	1	1	—	2
4. Group Narrative Report	—	—	—	2	1	—	2
5. Class/Building/System Summaries	—	—	—	2	1	—	2
6. Group Item Performance Record	—	—	1	1	1	—	2
7. List Report by Class Section	—	—	1	—	—	—	—
8. Student Press-On Labels	—	1	1	—	1	—	—
9. List Reports of Student Scores							
a. List by Homeroom	—	—	1	—	1	2	2
b. List in Alphabetical Order	—	—	1	—	1	1	2
c. List in Ranked Order	—	—	—	2	1	1	2
d. Alphabetical List by Building/System	—	—	—	2	1	1	2
10. Frequency Distribution	—	—	—	1	1	—	1
11. Pre/Post Reporting	—	—	2	1	1	—	1
12. Individual Performance Profile	2	1	1	—	—	—	—
13. Individual Item Analysis	2	1	1	—	—	—	—
14. Ranked Lists by Skill	—	—	1	2	2	—	—
15. Answer Document Return	—	—	1	—	1	—	—
16. Student Data Diskette	—	—	—	2	1	2	1
17. Student Magnetic Data Tape	—	—	—	2	1	2	1
18. Coded Summaries	—	—	—	2	1	2	1
21. Class Diagnostic Report							
a. Pupil and Class	—	—	1	2	2	—	—
b. Pupil/Class/Building/System	—	—	1	1	1	—	—
22. Summary of Achievement by Ability	—	—	—	2	1	2	1
23. Class Item Response Record	—	—	1	2	2	—	2
24. a. Evaluator's Summary—Report	—	—	—	2	1	2	1
b. Evaluator's Summary—Diskette	—	—	—	2	1	2	1
c. Evaluator's Summary—Tape	—	—	—	2	1	2	1
25. Scannable SAS Scores	—	—	—	—	1	—	1
26. Resequenced Labels	—	—	1	—	1	—	—
29. Customized Skills Reporting	2	2	1	1	1	2	2
30. Comparative Norms Report	—	—	—	2	1	2	1

Summary data for the *ITBS*, *TAP*, and *CogAT* are available on disk or tape. The *COR-1o* software package allows users to produce files on their own equipment and reorganize them based on grade, coded fields, score ranges, Chapter 1 coding, or sex. Student list reports may then be generated from these files.

Service 29 offers a customized report listing state or local goals and the skill categories within each goal. One copy of the report is provided for each student, class, building, and system.



THE RIVERSIDE PUBLISHING COMPANY

ILLINOIS STATE TESTING
CUSTOMIZED SKILLS REPORT
INDIVIDUAL ANALYSIS

SERVICE 29B
INDIVIDUAL/GROUP ANALYSIS

Pupil FLOYD CHAD
ID No. 941720 Page 1
Class/Group TAYLOR LAVERNE
Building ONLEY C ALLEN
System
Level 12 Form G Grade 6
Test TBS Test Date 4/86
Order No 000 012658 001 * *

LANGUAGE ARTS
GOAL ONE
A Recognize Recall Summarize
B Question Reading Rationale
C Read for Various Purposes
D Sensitive to Difficulties
E Use Appropriate Inferences
F Integration of Information
G Justify & Explain Answers

GOAL THREE
C Clear Logical Organization
E Use Standard Written English
F Revise, Edit and Proofread

GOAL FIVE
A Diff of Poetry Drama Fict
B Diff Types of Factual Lit
C Selected Lit History Works
E Selected Lit Prose Works
F Elements of Fict Non-Fict
G Figurative Language
H Literary Themes
I Symbol Allegory & Myth

GOAL SIX
A Diversity of Language Conv
B Language Origin & Change
D English Grammar

MATHEMATICS
GOAL ONE
A Read Write & Name Numbers
B Perform Number Operations
C Translate Word Problems
D Ordering Numbers
E Appl of Number Properties
G Use Factors and Multiples
H Appl of Computath Problem
I Use of Number Patterns

MATHEMATICS
GOAL TWO
A Interpretation of Ratios
B Compt & Solutn of Proportn
C Appl of Ratio & Proportion
D Interpretation of Percents
E Application of Percents

GOAL THREE

Iowa Tests of Basic Skills

TRENT BIRCH
5
M
5/76
10 YRS 5 MOS
000-010192-001

MRS NEWTON
DEERFIELD
CRYSTAL FALLS
FALL
10/86
11-0

Tests	Scores GE	Scores NPR	National Percentile Rank
VOCABULARY		83	
READING		66	
SPELLING		55	
CAPITALIZATION		98	
PUNCTUATION		95	
USAGE/EXPRESSION		67	
LANGUAGE TOTAL		87	
VISUAL MATERIALS		93	
REFERENCE MATERIALS		58	
WORK-STUDY TOTAL		80	
MATH CONCEPTS		87	
MATH PROBLEMS		91	
MATH COMPUTATION		75	
MATH TOTAL		89	
COMPOSITE	6.6	82	
SOCIAL STUDIES		86	
SCIENCE		72	

COPY FOR THE PARENT(S) OR GUARDIAN(S) OF TRENT BIRCH

YOUR SON, TRENT, HAS GIVEN THE IOWA TESTS OF BASIC SKILLS (FORM G, LEVEL 11). IN OCTOBER, 1986. TRENT IS IN THE FIFTH GRADE AT DEERFIELD IN CRYSTAL FALLS. THIS REPORT WILL HELP EXPLAIN THE DETAILS OF THE TEST RESULTS.

TRENT'S COMPOSITE SCORE IS THE BEST INDICATOR OF HIS OVERALL ACHIEVEMENT ON THE TESTS. TRENT EARNED A COMPOSITE GRADE EQUIVALENT OF 6.6, WHICH MEANS THAT HIS TEST PERFORMANCE WAS APPROXIMATELY THE SAME AS THAT MADE BY A TYPICAL PUPIL IN THE SIXTH GRADE AT THE END OF THE FOURTH MONTH. TRENT'S PERFORMANCE WAS MEASURED WITH THE LEVEL 11 TEST. TRENT'S STANDING IN OVERALL ACHIEVEMENT AMONG FIFTH GRADE PUPILS NATIONALLY IS SHOWN BY HIS COMPOSITE PERCENTILE RANK OF 82. THIS MEANS THAT TRENT SCORED BETTER THAN 82 PERCENT OF FIFTH GRADE PUPILS NATIONALLY AND THAT 18 PERCENT SCORED AS WELL OR BETTER. TRENT'S OVERALL ACHIEVEMENT APPEARS TO BE ABOVE AVERAGE FOR HIS GRADE.

THE SCORES OF ONE PUPIL ARE OFTEN COMPARED WITH OTHER PUPIL'S SCORES. GENERALLY, TRENT'S SCORES ARE ABOVE AVERAGE WHEN DESCRIBED IN THIS WAY. HOWEVER, SKILLS CAN ALSO BE COMPARED WITH EACH OTHER TO DETERMINE AN INDIVIDUAL'S STRENGTHS AND WEAKNESSES. IN TRENT'S CASE, THE HIGHEST SCORES ARE IN CAPITALIZATION AND VISUAL MATERIALS. THESE ARE STRONG POINTS WHICH CAN BE USED TO IMPROVE OTHER SKILLS. TRENT'S LOWEST SCORES ARE IN SPELLING AND REFERENCE MATERIALS. THESE ARE AREAS IN WHICH TRENT APPEARS TO NEED THE MOST WORK.

A PUPIL'S COMMAND OF READING SKILLS IS RELATED TO SUCCESS IN MANY AREAS OF SCHOOL WORK, SINCE MOST SUBJECTS REQUIRE SOME READING. TRENT'S READING SCORE IS SOMEWHAT ABOVE AVERAGE WHEN COMPARED WITH THOSE OF OTHER FIFTH GRADE PUPILS NATIONALLY. TRENT'S READING SCORE IS ABOUT AVERAGE WHEN COMPARED WITH HIS OWN TEST PERFORMANCE IN OTHER AREAS.

IF YOU WOULD LIKE MORE INFORMATION ABOUT TRENT'S PERFORMANCE IN SCHOOL, PLEASE CONTACT HIS SCHOOL.

Actual size of the reports is $8\frac{1}{2}$" x 11".

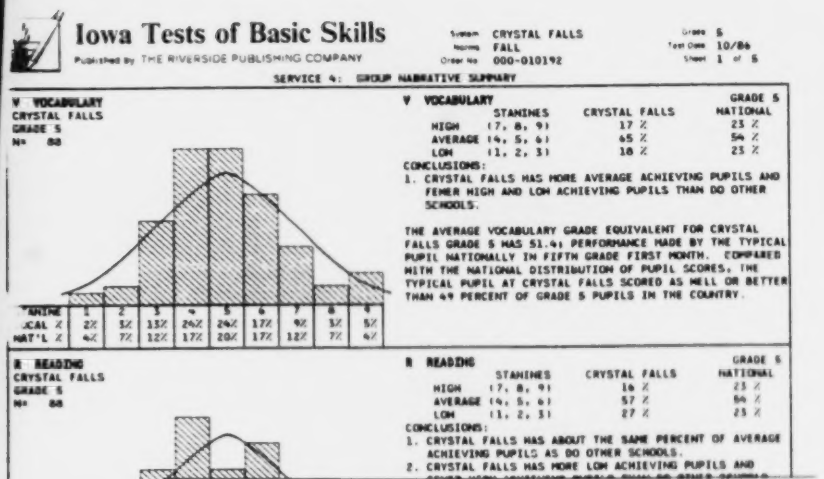
The Teacher Copy of the Profile Narrative Report (Service 2a) shows the main score (grade-equivalent), national percentile rank, and stanine for all tests, totals, and composites. The Parent Copy reports the main score (grade-equivalent) for the composites only and national percentile ranks for all tests, totals, and composites.

Students' national percentile ranks are plotted on a graph to allow visual representation of their strengths and weaknesses.

The narrative explains the test data in nontechnical terms.

Riverside...The First Test Publisher to Provide

narrative reports, local norms, frequency distributions, combined achievement/ability reporting, group item analyses, machine-scorable booklets



Iowa Tests of Basic Skills

Published by THE RIVERSIDE PUBLISHING COMPANY

System CRYSTAL FALLS
Norms FALL
Order No 000-010192
Grade 5
Test Date 10/86
Sheet 1 of 5

SERVICE 4: GROUP NARRATIVE SUMMARY

V VOCABULARY
CRYSTAL FALLS
GRADE 5
N= 88

V VOCABULARY	STANINES	CRYSTAL FALLS	GRADE 5 NATIONAL
HIGH	(7, 8, 9)	17 %	23 %
AVERAGE	(4, 5, 6)	65 %	54 %
LOW	(1, 2, 3)	18 %	23 %

CONCLUSIONS:
1. CRYSTAL FALLS HAS MORE AVERAGE ACHIEVING PUPILS AND FEWER HIGH AND LOW ACHIEVING PUPILS THAN DO OTHER SCHOOLS.

THE AVERAGE VOCABULARY GRADE EQUIVALENT FOR CRYSTAL FALLS GRADE 5 HAS 51.4; PERFORMANCE MADE BY THE TYPICAL PUPIL NATIONALLY IN FIFTH GRADE FIRST MONTH. COMPARED WITH THE NATIONAL DISTRIBUTION OF PUPIL SCORES, THE TYPICAL PUPIL AT CRYSTAL FALLS SCORED AS WELL OR BETTER THAN 49 PERCENT OF GRADE 5 PUPILS IN THE COUNTRY.

STANINE	1	2	3	4	5	6	7	8	9
LOCAL %	2%	5%	13%	26%	24%	17%	9%	3%	5%
NAT'L %	4%	7%	12%	17%	20%	17%	12%	7%	4%

R READING
CRYSTAL FALLS
GRADE 5
N= 88

R READING	STANINES	CRYSTAL FALLS	GRADE 5 NATIONAL
HIGH	(7, 8, 9)	16 %	23 %
AVERAGE	(4, 5, 6)	57 %	54 %
LOW	(1, 2, 3)	27 %	23 %

CONCLUSIONS:
1. CRYSTAL FALLS HAS ABOUT THE SAME PERCENT OF AVERAGE ACHIEVING PUPILS AS DO OTHER SCHOOLS.
2. CRYSTAL FALLS HAS MORE LOW ACHIEVING PUPILS AND

STANINE	1	2	3
LOCAL %	2%	10%	15%
NAT'L %	4%	7%	12%

L-1 SPELLING
CRYSTAL FALLS
GRADE 5
N= 88

LOCAL %	0%	10%
NAT'L %	4%	7%

L-2 CAPITALIZATION
CRYSTAL FALLS
GRADE 5
N= 86

The Riverside Publishing Company

SERVICE 12:
INDIVIDUAL PERFORMANCE PROFILE

Pupil BABKA, ALISON
ID No
Class Group MRS NEWTON
Building DEERFIELD
System CRYSTAL FALLS
Level 11 Form G Grade 5
Norms FALL 85 Test Date 10/86
Order No 000-010192-001 Page 2

Iowa Tests of Basic Skills

	GE	NPR	S
VOCABULARY	59	69	8
READING	61	71	8
SPELLING	58	64	6
CAPITALIZATION	51	48	5
PUNCTUATION	49	85	7
USAGE AND EXPRESSION	43	34	4
LANGUAGE TOTAL	55	58	5
VISUAL MATERIALS	51	48	5
REFERENCE MATERIALS	51	48	5
WORK-STUDY TOTAL	51	49	5
MATHEMATICS CONCEPTS	54	57	5
MATHEMATICS PROBLEMS	36	14	3
MATHEMATICS COMPUTATION	58	75	6
MATHEMATICS TOTAL	49	42	5
BASIC COMPOSITE	57	65	6
COMPLETE COMPOSITE	55	60	6
SOCIAL STUDIES	42	31	4
SCIENCE	45	39	4

NATIONAL PERCENTILE RANK (LOW / AVERAGE / HIGH)

VOCABULARY						
8	75	56	Reading/Language		--X-	
16	44	48	Work-Study/Social St		-X--	
6	67	47	Mathematics/Science		--X--	
6	83	55	Fine/Applied Arts		--X--	
3	67	44	Unclassified		---X--	
READING						
17	59	57	Facts		-X--	
6	50	44	Describe/Categorize		--X--	
11	64	53	Relations/Context		--X-	
17	76	55	Inferences		-X-	
11	64	55	Causes/Conclusions		--X--	
				X--		
				X--		
PUNCTUATION						
9	89	66	Terminal Punctuation			-X-
8	75	49	Use of Comma		--X-	
5	60	47	Other Punctuation		--X--	
5	40	45	Overpunctuation	-X--		
3	67	63	No Mistakes		---X--	
USAGE AND EXPRESSION						
8	25	86	Verbs	-X--		
3	0	89	Personal Pronouns	-X--		
5	20	67	Modifiers	-X--		
6	33	84	Context/No Mistakes	--X--		
3	100	89	Conciseness/Clarity			--X--
7	71	89	Appropriateness		--X--	
6	67	89	Organization		--X--	
VISUAL MATERIALS						
27	63	86	Map Reading		--X-	
10	60	87	Locating/Describing		--X-	
6	50	82	Direction/Distance		--X--	
3	67	66	Living Conditions		--X--	
8	75	60	Interpreting Data		--X-	
16	25	66	Graphs and Tables	--X--		
9	22	67	Reading/Comparing	--X--		
7	29	60	Relationships		--X--	
REFERENCE MATERIALS						
0	0	85	Alphabetizing	-X-		
7	71	87	Table of Contents		--X--	
7	86	76	Using an Index		-X--	
8	75	86	Using a Dictionary		--X-	
4	50	87	Encyclopedias		-X--	
6	50	66	General References		--X-	
MATH CONCEPTS						
7	71	58	Number Systems		--X--	
4	50	51	Equations		--X--	
8	50	57	Whole Numbers		-X---	
5	40	41	Fractions		--X--	
4	50	45	Decimals and Percent		---X--	
7	57	52	Geometry/Measurement		--X--	
MATH PROBLEM SOLVING						
7	29	56	Single-Step: + / -	--X--		
9	22	66	Single-Step: x / ÷	--X--		
11	18	66	Multi-Step Problems	--X-		
MATH COMPUTATION						
15	100	71	Whole Numbers: + / -			-X--
16	44	54	Whole Numbers: x / ÷		-X-	
4	75	56	Fractions: + / -			--X--
4	100	51	Decimals: + / -			--X-
HIGHER ORDER THINKING SKILLS						
32	72	52	Reading Comp			-X-
29	48	53	Lang Usage/Express		-X-	
46	50	51	Work Study Skills		-X-	
19	26	66	Mathematics	-X-		
SOCIAL STUDIES						
16	38	63	History		--X--	
26	31	63	Patterns and Systems		-X--	
18	44	68	High Order Thinking		-X--	
SCIENCE						
11	45	63	Nature/Life Science		-X--	
12	42	36	Earth and Space		--X--	
7	14	58	Physics/Chemistry	--X--		
12	33	68	Health and Safety		-X--	
18	33	35	High Order Thinking		--X-	

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Service 4 presents test data to administrators and the community. It highlights group performance through the use of graphic profiles and summarizes achievement with a brief narrative.

Actual size of the reports is 8½" x 11".

Service 12 can be used to evaluate a student's strengths and needs. Performance is displayed graphically, as well as in tabular form, for ease of interpretation.

At the top of the report, the main score (grade-equivalent), national percentile rank, and stanine are reported for each individual test, area total, and battery composite. The body of the report lists the number of items, pupil percent correct, and national percent correct for each of as many as 85 skills. A separate section records ability to apply higher-order thinking skills in selected areas.

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Ordering Information

More information is available regarding the *Iowa Tests of Basic Skills*. Call your local representative or The Riverside Publishing Company, 8420 Bryn Mawr Avenue, Chicago, Illinois 60631 (toll-free telephone number 1-800-323-9540) to order the following products:

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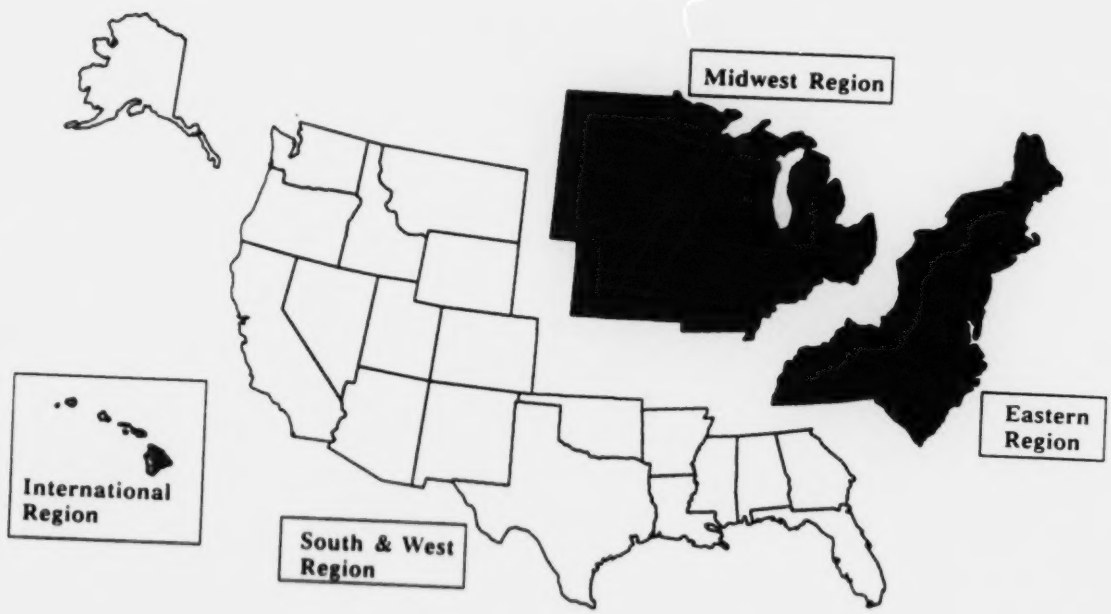
Administrator's Summary — 9-50899



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1916 Houghton Mifflin publishes the *Stanford-Binet Intelligence Scale.*

1940 Houghton Mifflin becomes publisher of the *Iowa Tests of Basic Skills®* (*ITBS®*).

1964 Forms 1 and 2 of the high school *Tests of Academic Progress*, later renamed the *Tests of Achievement and Proficiency™* (*TAP®*), are published.

1968 Form 1 of the *Cognitive Abilities Test™* (*CogAT®*) by Robert L. Thorndike and Elizabeth P. Hagen is published.

1970 E. F. Lindquist, lead author of the *ITBS*, receives Educational Testing Service's award for Distinguished Service to Measurement.

1972 Robert L. Thorndike, a Riverside test author, receives Educational Testing Service's award for Distinguished Service to Measurement.

1978 Houghton Mifflin becomes publisher of the *Gates-MacGinitie Reading Tests.*

1979 The Riverside Publishing Company is formed to carry on Houghton Mifflin's commitment to excellence in testing.

1988 Riverside becomes publisher of the *Iowa Tests of Educational Development®* (*ITED®*).

1989 Riverside publishes *A Century of Ability Testing*, a historical perspective by Robert M. Thorndike.

The *National Proficiency Survey™ Series* (*NPSS™*), a series of 13 high school end-of-course tests, is introduced.

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Chronology

The Riverside Press 1852

The Riverside Publishing Company 1979

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Hurd and Houghton	1864
Houghton, Mifflin and Company	1872
The Riverside Publishing Company	1979

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